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ABSTRACT

Eight 1980 innovative programs in continuing education are described which won awards from the American College Testing Program and the National University Extension Association. Awards were granted according to programs' transferability, innovativeness, workability, and impact in one of four categories: instructional programs, student services and counseling, administration/organization, and open. The programs contained in the report are (1) Beyond the Classroom, (2) Cultural Diversity and Health Care, (3) Survival in the Classroom: Perspectives on Discipline, (4) CREATE: A New Model for Career Change, (5) The Dean's List, (6) Advocacy for Persons with Chronic Mental Illness: Building a Nationwide Network, (7) The The Onondaga Citizens League, and (8) The Place of a Student Journal in Continuing Education. Each program is presented according to the following format: program name, principal person responsibile for entry, person(s) or institution to whom award would be made, sources(s) of funding, cost of program, number of participants in program, objectives of the program, and a narrative describing the program. (YLB)

INNOVATIONS IN CONTINUING EDUCATION

1980 AWARD-WINNING NEW PROGRAMS

Beyond the Classroom
Cultural Diversity and Health Care
Survival in the Classroom: Perspectives on Discipline
CREATE: A New Model for Career Change
The Dean's List
Advocacy for Persons with Chronic Mental Illness
The Onondaga Citizens League
The Place of a Student Journal in Continuing Education

Sixth in a Series on Continuing Education from:
NATIONAL UNIVERSITY EXTENSION ASSOCIATION
and
THE AMERICAN COLLEGE TESTING PROGRAM

Other publications in the NUEA-ACT Series on Continuing Education

Approaches to Community Development. Huey B. Long, Robert C. Anderson, and Jon A. Blubaugh (Eds.), 1973. $3.00

University Extension: The Early Years in the United States, 1885-1915. George M. Woytanowitz, 1974. $3.00

Innovations in Continuing Education: Award-Winning New Programs. National University Extension Association and The American College Testing Program, 1977. $3.00

Innovations in Continuing Education: Award-Winning New Programs. National University Extension Association and The American College Testing Program, 1978. $3.00

Innovations in Continuing Education: Award-Winning New Programs. National University Extension Association and The American College Testing Program, 1979. $3.00

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FOREWORD

In 1971, The American College Testing Program and the National University Extension Association joined to initiate the ACT-NUEA Innovative Awards in Continuing Education program. This is a compilation of the award-winning entries submitted to that program in 1979, and honored in April 1980 at the NUEA annual meeting.

The ACT-NUEA awards are designed to honor the faculty and staff of NUEA member institutions who are making innovative contributions that have nationwide, regional, statewide, or institutional application for the improvement of continuing education, and to disseminate information about these to other professionals.

There are four award categories. Winners for 1979 were selected from the various categories, depending on the merit of the entries.

The award categories were:

1. Instructional Programs
2. Student Services and Counseling
3. Administration/Organization
4. Open (may include combinations of above categories)

The awards committee used the evaluation procedure developed by prior committees, which had proven to be very efficient and workable. The evaluations and selections were based on four characteristics:

1. Transferability
2. Innovativeness
3. Workability
4. Impact

The committee was impressed with the variety and overall quality of the entries. Programs were submitted that did exhibit a high degree of originality and innovation. We found entries that were imaginative, that could be applied universally, and that could impact on large numbers of learners. Because of the large number of outstanding entries, the committee gave Honorable Mention to a number of programs in addition to the awards.

The committee expresses its appreciation to ACT and NUEA for allowing it to be a part of this process.

Robert L. Holland, George Washington University
Leonard P. Oliver, National Endowment for the Humanities
Robert W. Stump, National Institute of Education

Note. Some of the exhibits and appendices have been omitted. They may be obtained along with additional information by contacting the principal continuing educator at the sponsoring institution.

Program Name:

BEYOND THE CLASSROOM

Name of Principal Person(s) Responsible for Entry:

Rosalind K. Loring, Dean

Person(s) or Institution to Whom Award Would be Made:

College of Continuing Education, University of Southern California

Source(s) of Funding:

Title IA, Higher Education Act., 1965, and University of Southern California

Cost of Program:

$111,000

Number of Participants in Program:

243, as of January 1980

Objectives of Program:

Ultimate Goal: The increase in the quality of educational programs and services delivered to the clients of participants is the ultimate outcome.

Immediate Goals: To assist individuals working in postsecondary lifelong learning in non-school settings:

1. To develop a unified overview or gestalt of the adult learning mode (in contrast to the traditional and/or formal modes), which incorporates other training sessions previously attended.
2. To understand their roles as educators of adults and assume greater responsibility and leadership in fulfilling these roles.
3. To recognize the relationship of adult education to community service.
4. To understand how adults learn most effectively.
5. To assess more comprehensively and accurately the learning needs of their staff, clients, and community.
6. To design and implement effective programs and curricula appropriate for adult audiences.
7. To work effectively with both larger and smaller groups of learners.
8. To assess and evaluate the efficacy of their programs.
9. To increase instructional skills and the use of instructional aids.

> The definition of clientele in adult education has been shifting in the last decade or two. Where once the clients of the adult education were defined exclusively as collections of individuals (students in courses, participants in institutes...) increasingly the clients are becoming total social systems (government agencies, corporations, school systems, communities). The adult educator's mission is thus becoming that of influencing organizations to be "educative environments" which facilitate the growth and development of the individuals in them. *

Beyond the Classroom: Designing Adult Learning Activities is an innovative adult education program offered by the College of Continuing Education at the University of Southern California. This non-credit program upgrades the adult education skills of individuals who train or teach adults in non-school community settings. In as little as one year, Beyond the Classroom has impacted 180 community agencies by helping them to improve the quantity and quality of their adult education programming, to better utilize their training staff, and to increase service to their clientele. Figure 1 lists the diverse community organizations represented in the program.

Beyond the Classroom is supported in large part by funds from Community Service and Continuing Education, Title IA of the Education Act of 1965, as amended. A pilot program was instituted in 1978-79. Beyond the Classroom has been refunded and successfully expanded in the current program year (1979-80).

Rationale for entering the instructional program category

Beyond the Classroom was instituted as a response to a growing educational trend: more and more adult continuing education activities are occurring outside the traditional education institutions. The program's title, "beyond the classroom," stands for this multiplicity of non-school-based adult learning

* Knowles, M. & Klevins, C. Resume of adult education. Klevins, C. (ed.) Materials and Methods in Adult Education. Canoga Park, CA: Klevens Publications, 1972.

Figure 1

COMMUNITY ORGANIZATIONS REPRESENTED IN BEYOND THE CLASSROOM

ABC-TV
American Red Cross
CA St. Employment Dept.
CA St. Employment Development Dept.
CA Lutheran Homes
CA State University
Lion Country Safari
Center for Creative Alternatives
Chaffey Community Col.
Children's Centers/ Bellflower Unified School District
Compusource
DLM, Inc.
Furst Presbyterian Ch.
Hickory Tree
Jewish Federation Co.
Kaiser Found. Hospitals
Kaiser Permanente
Khazlow Associates
City of LA, Northridge
City of LA, San Pedro
City of LA, Recreation & Parks
LA Co., Dept of Health Services, Pacoima
LA Co. Health Services, SW Health Center
LA Co. Public Library
LA Unified School Dist.
LA Urban League
Long Beach Gen. Hospital
Mayor's City Volunteer Corps
Montebello,E. LA., YMCA
NAPP Drug Symposium
Orthopaedic Hospital
Pasadena Unified Sc. Dist.
People's Lobby, Inc.
Project Invest
Redken Lab
City of Rosemead Recreation & Parks Dept.
St. Bede's Religious Ed. Dept.
San Fernando Valley Neighborhood Legal Services
San Pedro Regional Library
Sierra Madres Girl Scout Co.
S. Coast Botanic Garden Fo.
Topanga St. Park Docents
UCLA Ext.-Dtn Center
Urban Mgmt. Consultants
Venice Family Clinic
Watts Health Foundation
W. Orange Co. Volunteer Action Ctr.-Westminster Outreach
American Red Cross, San Fernando Valley Dist.
Angeles Girl Scout Co.
Asian-Amer. Com. Mental Health Trng. Center
CA Youth Authority
Catholic Social Service
Charles Drew Postgraduate Medical School/Compton
Church World Service/CROP
Com. Care & Development Services
Compton Co. Camp Fire Girls
Crenshaw-W. Adams-Leimert-Consortium
Delta Sigma Theta Head Start
Dept. of Motor Vehicles
Didi Hirsch Com. Mental Health Center
Direction Sports, Inc.
Eastland Com. Youth Center
Eastern LA Reg. Center
Hollywood-Wilshire Fair Housing
Kosher Meals for the Elderly
League of Women Voters
Long Beach Co. of Camp Fires
LA Co. Dept. of Comm. Develop.
LA Co. Dept. of Public Social Services, Trng. Div.
Mayor's Office, City of LA, City Volunteer Corps
Older Persons Information & Counseling Assoc.
Pasadena Visiting Nurse Assoc.
Raive Memorial Child Devel.
Right to Read Program
RRO, Inc.
Salubruim, Inc.
Saddleback Comm. College
Santa Monica Com. College
College Stroke Groups
Travelers Aid Society
United Methodist Church
USC, Div. of Special Programs
Volunteers of America, Special Services
Women's Educational Improvement Program
Aleutian Associates, Inc.
The Alive Place
Alpha Chi Omega
Behavioral Health Services
Burbank Campfire Girls
Cedars-Sinai Medical Center
City of Burbank
Cal Poly University
Cass & Johansing
Community Housing Services
C.Y.O. Brownson House
Easter Seal Society
Girl Scouts-Joshua Tree Council
Glass & Associates
Impact Houses
Information & Referral Service of LA
KLON-FM Radio
Nobel Corp.
Occidental Life Ins. Co. of CA
Pacoima Senior Citizens
Right On Foundation
Rio Hondo Co. of Camp Fire
Sons of Watts Comm. Enter., Inc
Spanish Trails Girl Scout Co.
TRW - DSSG
United Way
Wilmington Community Development Project
YWCA
Area E/5 Alternative School
B'nai Brith Women, Pacific SW Reg
El Projecto del Barrio
Granada Hills Public Library
Independent Living Center, Inc.
Japanese American Cultural & Community Centers, Inc.
So. CA Prison Coalition
So. Central Voluntary Action Ctr.
United Auto Workers, Local 148
USC Alumnae Organization
Ventura Co. Historical Museum
W. LA/Beverly Hills, YWCA
LA Mission College
Lutheran Social Services
Office of the Mayor, Van Nuys
Plaza de la Raza

activities. As the concept of lifelong learning continues to become a more integral part of American society, an increasing proportion of continuing education programs are sponsored by organizations other than schools, such as hospitals, businesses, and community agencies. At the same time, the persons doing the training or teaching in these non-school settings all too often lack the knowledge of adult learning principles and the skills needed to effectively teach adults. These persons tend to be specialists in subject matter who do not recognize that they are engaged in adult continuing education. Many, if not most, simply lack the training skills, knowledge, and expertise required to adequately assess the educational needs of their staff, clients, and community, and to design programs that effectively and reliably meet those needs.

Beyond the Classroom is a participative, comprehensive program of professional training for those whose job responsibilities include teaching or training adults in non-school community settings. Participants include both paid and volunteer staff, and full-time and part-time workers. The program enables community agencies and organizations to do more adult education programming and to better utilize their present staffs.

Program Objectives

Immediate Objectives. To assist individuals working in postsecondary lifelong learning in non-school settings:

1. To develop a unified overview or gestalt of the adult learning mode (in contrast to the traditional and/or formal modes), which incorporates other training sessions previously attended.
2. To understand their roles as educators of adults and assume greater responsibility and leadership in fulfilling these roles.
3. To recognize the relationship of adult education to community service.
4. To understand how adults learn most effectively.

5. To assess more comprehensively and accurately the learning needs of their staff, clients, and community.
6. To design and implement effective programs and curricula appropriate for adult audiences.
7. To work effectively with both larger and smaller groups of learners.
8. To assess and evaluate the efficacy of their programs.
9. To increase instructional skills and the use of instructional aids.

Intermediate Objectives. The intermediate objectives are simply the proper implementation of the knowledge and skills listed above as immediate objectives.

Ultimate Objective. The increase in the quality of the educational programs and services delivered to the clients of participants is the ultimate outcome.

Curriculum

Beyond the Classroom meets these objectives with a curriculum designed to provide participants with both a fundamental knowledge of adult education and specific applied skills. This curriculum is easily adaptable for use by the wide variety of practitioners in postsecondary lifelong learning. The curriculum has three parts: a core program (24 hours) appropriate to all educators and trainers of adults; a minimum of two mini-courses (16 hours), which participants choose according to their special needs or interests; and an action project (12 hours).

The Core Program covers such topics as:

- Stages of adulthood: how adults change and grow
- Adult development: learning throughout the life span
- What to teach, how to teach it, how to know if it has been learned
- Methods, materials, and techniques of instruction: how to choose the most suitable
- Small groups for planning and decision-making: how to make small group sessions stimulating and productive
- How to successfully plan and carry out learning activities for large groups of adults

The Mini-Course selection includes: Leadership and Supervision Styles; Strategies for Planned Change in Organizations; Stress Management; The Political Process: How to Work the System; Volunteer Management; Communication Skills; Using Media as a Training Tool; Program Marketing; The Helping Relationship; and Fund Raising.

The Action Project is a practical experience to carry out what is learned in class sessions. Participants apply their new skills at their work sites. Faculty and other participants serve as a support group for self-evaluation and follow-up. Action project mentors are present at class sessions to give guidance and advice. Action projects are shared with the entire group at the final class meetings.

Those successfully completing the program receive five CEU's (Continuing Education Units) and a certificate of completion.

Clientele

A total of 243 individuals have received training -- 98 during the first program year (1978-79), and 145 during the first semester of the second program year (1979-80). One hundred and eighty community organizations were represented in the program. Most of these were from the non-profit sector. These agencies were diverse with respect to geographical location and organizational size. Small, middle-sized, and large organizations were represented. One-fourth of the participants came from organizations with fewer than 50 employees, while one-fourth represented agencies with staffs of 1,000 or more.

Of the 243 individuals, 83 percent were women and 17 percent were men. This is probably an accurate reflection of the ratio of women to men in such fields as library work, family education, and community membership and service organizations (e.g., Girl Scouts, Volunteers of America).

The majority of the participants were members of "minority" groups. Thirty percent of the participants were Black, 17 percent were Hispanic-

Americans, five percent were Asian-Pacific, while 47 percent were Anglo. These were "older" students. More than half were in their thirties and forties (26 and 29 percent, respectively), while 17 percent were in their fifties, seven percent were in their sixties, and five percent were over 70 years of age.

Levels of education ranged from fewer than eight years of schooling to the doctoral degree. Four percent had 12 years of schooling or less, while eight percent had pursued graduate work beyond the Master's degree. More than one-third indicated that they had "some college" or an Associate degree, 21 percent were college graduates, and 35 percent had had some graduate course-work or a Master's degree.

When asked their reasons for enrolling in Beyond the Classroom, 58 percent of the participants indicated that they had come to upgrade their skills in their current positions, while ten percent had enrolled to prepare themselves for a new position. Twenty-eight percent enrolled for personal intellectual enrichment, and four percent indicated that their supervisors had encouraged them to attend the program.

Nearly half of the participants were fairly new to their jobs, having served in their current positions for less than two years. Eighteen percent indicated three to five years of experience in their current jobs, while roughly one-third indicated that they had been carrying out their current job assignments for more than five years.

Eighty-five percent of the participants were full-time, paid workers. One-third indicated that they spent between 25 and 50 percent of their working time training adults; nearly one-third indicated that they spent less than 25 percent of their time in this activity. Few spent more than 75 percent of their working time training or teaching adults. The amount of experience in teaching adults varied. Seventeen percent had been teaching adults for less than one

year, 26 percent had from one to four years of teaching experience, 36 percent had been teaching adults from five to nine years, while 21 percent had been teaching or training adults for ten or more years.

Planning efforts

Beyond the Classroom has capitalized on community resources in planning the program. The Advisory Committee, a diverse group of leaders of community organizations, has assisted with curriculum and recruitment. The curriculum was developed from the objectives, and both formative and summative evaluations were designed. Instructors were drawn from the USC College of Continuing Education and from the community at large.

We plan to recruit a larger proportion of participants from business and industry in the future. A mix of participants from the corporate and non-profit sectors will provoke a fruitful interchange and expand the community network created by Beyond the Classroom.

Impact on individuals, institutions, and community

Beyond the Classroom has enhanced the adult education knowledge and skills of the individual participants. In our follow-up survey, 94 percent of the participants either strongly agreed or agreed that they had learned a great deal about the field of adult education, how to design adult learning activities, and how to carry out learning activities for both large and small groups of adults. Ninety-five percent of the participants found the core program and the mini-courses to be very useful or somewhat useful in their jobs. Ninety-four percent indicated that they were better equipped to teach and train their adult clients and/or colleagues. From these data one can safely assume that participants are distinctly predisposed to use the skills that they acquired in Beyond the Classroom.

The program has also had an impact on organizations in our community. Eighty-six percent of the participants indicated that they presented or

implemented their action projects in their jobs. These projects benefitted a wide range of community organizations and the clients that they serve, in addition to reflecting a direct learning transfer to individual work situations. Furthermore, the program has been deluged with requests from numerous community agencies to accept their personnel into the program. This indicates that Beyond the Classroom is meeting a previously unmet need in our community agencies and organizations.

Problems encountered and solutions attempted

Recruitment of participants. Participation in the program is by invitation only. This assures an equitable representation of the various community areas and constituencies. When the original proposal was written, it was intended that the various community agencies would recruit participants and that program staff would have little involvement in this. However, Proposition 13 occurred between the proposal submission date and the date that the grant was awarded. Consequently, agencies were unable to use their resources to publicize Beyond the Classroom. Therefore, publicity had to be a major responsibility of the program staff.

The following methods were used to recruit students: visits and speeches to agencies; telephone calls to directors of agencies, followed by personal letters; personal contacts by members of the advisory committee; direct mail of flyers to people and institutions; placing of flyers in College of Continuing Education conference packets; newspaper articles. The most effective method of recruiting participants to the program was found to be personal contact, either in person or by telephone.

Composition of classes. The original intent of Beyond the Classroom was to train participants from distinct professional areas in separate

groups. The first phase of the program in 1978-79 followed this plan. Library and museum educators composed one group, and family educators received their training in a separate group. The second phase of the program was intended to train two additional homogeneous groups: participants from community membership organizations and those from labor unions. When we encountered difficulty in recruiting a sufficient number of labor union educators, enrollment was opened to the community at large. Thus, during the second phase, participants represented a wide variety of community agencies and organizations. The heterogeneous grouping provided participants with increased opportunities to learn from each other, to collaborate, and to approach problems from differing vantage points. Although this more exciting leaning atmosphere accidentally occurred as a result of a "failure," it turned out to be considerably more successful than the original plan. During the second program year, we have deliberately recruited participants with an eye to diversity of organization and interest.

Sequencing of classes. For purposes of cost-effectiveness and telescoping a tight time-line, mini-courses were arranged so that all 100 participants were enrolled in them at the same time in the first program year. Thus, half of the participants had the core program first, while the other half began the program with the mini-courses. Overlapping the instructional cycles for the mini-courses made it possible to offer a wider selection of courses cost-effectively. Although this arrangement was expedient from an administrator's viewpoint, it was not advantageous for the participants. We found that participants needed the background of the core program in order to make informed choices of mini-courses. Furthermore, the second phase of the program had a higher drop-out rate than the first phase. This may have been in part due to a lack of group cohesiveness. During the second year, mini-courses follow the core program in all cases.

Unanticipated outcome. A Beyond the Classroom alumni group was formed by "graduates" of the program. This group sponsors special programs, social events, and assists with recruitment. In a follow-up survey, 84 percent of the alumni wanted to continue their involvement in the program. This indicates commitment to the concept of Beyond the Classroom by individuals from a wide range of community organizations.

* * * * *

Beyond the Classroom has enabled us to serve a new clientele of adult educators and to upgrade the adult education capabilities of many community organizations. Program findings strongly indicate the practicality of broad application of this model. A national conference is planned for August, 1980, to develop strategies for nationwide implementation of Beyond the Classroom.

Program Name: CULTURAL DIVERSITY AND HEALTH CARE

Principal Person Responsible For Entry: Melinda R. Lockard, Program Director
Continuing Nursing Education
Continuing Education and Extension
University of Minnesota

Person To Whom Award Should Be Made: Melinda R. Lockard

Sources of Funding: Income-based Program

Cost Of Program: Registrant Fee - $66
University of Minnesota Faculty Fee - $35

Total Cost of Program: $6,560 (estimated)

Number of Participants In Program: 100

Objectives:

1) To identify specific differences in values, beliefs, and behaviors among selected groups (ethnic groups, social classes, religions, and cultures) of people.

2) To describe your own cultural background and how it affects your definition and delivery of health care.

3) To assess and plan health care offered to culturally diverse clients.

APPLICATION: ACT-NUEA INNOVATIVE PROGRAM AWARD

The conference Cultural Diversity and Health Care, planned by Continuing Nursing Education at the University of Minnesota, was presented November 6-7, 1979, in Minneapolis-St. Paul, Minnesota. The guest faculty of 20 included nationally known experts in the field of health and its relationship to ethnicity and cultural diversity. It attracted 100 health care professionals, predominantly nurses, and made a significant contribution to the definition and delivery of health care. The following entry will detail this conference, and demonstrate its approach to the issues of cultural diversity and health care.

a. Rationale for entering the specific award category

Cultural Diversity and Health Care was innovative in that it integrated the concepts of anthropology and sociology into the context of health care. As such, it gave participants an insight into, and deep respect for the way humanities and health care are interwoven and affect the way we live. This conference offered stimulation, and unfortunately, of a kind not often found at conferences for nurses and other health care professionals.

Efforts to offer somewhat similar conferences at other universities (for example, University of Alabama and University of Detroit) had collapsed for lack of registration. This conference achieved significantly better results than others because of its focus on the humanities. But equally important is the way material was presented. In addition to lectures, participants chose among seventeen special interest groups (see enclosed brochure). Other educational methods included a videotaped interview with a Cherokee Medicine Man, a film in folk healing, bibliographical information distributed to each participant prior to the program, an extensive book display and sale table, and several

opportunities for informal discussion.

b. Program objectives

1) To identify specific differences in values, beliefs, and behaviors among selected groups (ethnic groups, social classes, religions, and cultures) of people.

2) To describe your own cultural background and how it affects your definition and delivery of health care.

3) To assess and plan health care offered to culturally diverse clients.

Objectives were tested with a self-evaluation and a program evaluation administered at the close of the program and a unique cultural health test, given to participants at the start of the conference, and then again at the close of the two-day program. (Copies of evaluation tools and program evaluation summary are enclosed).

c. Planning efforts

Planning for this conference involved the cooperative efforts of many people and organizations. The staff from Continuing Nursing Education worked for four months with a planning committee comprised of health care professionals from the community (see enclosed brochure for planning committee). Several speakers also added valuable suggestions during the planning process. Anita Tucker-Brooks, for example, suggested the topic of "White Awareness." This was an excellent choice, since the majority of health care providers are white, and need to examine the cultural biases that underlie their health care practices.

d. Clientele, demographically described

Many conferences for nurses and other health care professionals limit their audience to a particular specialty group. This conference was planned for, and attracted, predominantly nurses from a wide variety

of nursing specialty groups including health educators and administrators, public health nurses, school nurses, psychiatric nurses, clinic and office nurses, nursing faculty from educational institutions throughout the state (and one from Yale University, Connecticut), and staff nurses from the following hospital units: medical-surgical, psychiatric, emergency room. In addition, we were pleased to have several nurses of ethnic backgrounds in attendance.

e. Specific impact on individuals, institutions, and community

Sample comments from participants:

"I have been hearing some incredibly active minds working. I've had more intellectual stimulation than I ever had at a coronary care conference."

"Do you know what? I am really proud to be a nurse."

"It was an inspiration to learn that nursing has such incredible potential for action, and for changing the health care community."

"Please repeat this conference--could you take it around to smaller towns in Minnesota?"

"Thank you for taking the risk to put on this seminar. We all grew a lot during the two days."

Institutions and Community:

After presenting this conference, Continuing Nursing Education received calls from two educational institutions, the University of Texas and the University of Cincinnati, requesting information on speakers and materials. The felt impact at the University of Minnesota on the need to understand the culturally diverse client has led to plans for a spring, 1980 conference on the South East Asian-American. Finally, the University community at large was made aware of this conference in an excellent article written by Maureen Smith in the December, 1979 issue of Report, a monthly publication for the faculty and staff at the University of Minnesota. A copy of this article is enclosed.

f. Problems encountered and solutions attempted

The planning committee encountered a problem in locating an appropriate film to address the issues of culture and health. Several were previewed, but they were either outdated or unrelated to our needs. The choice of "We Believe in Nino Fidencio" came after a two month search; although it proved to be an excellent film, it made us aware than the health community needs other films on working with the culturally diverse client.

A second problem could be considered a measure of the conference's success. Participants asked for more time in the small group sessions. Therefore, an informal session was added to the program, which took place on the second day, after the official program had ended. About 50 participants stayed on to talk some more and to watch another videotape.

Summary

Cultural Diversity and Health Care took an important step in exploring the relationship between cultural diversity and health care. Participants began to ask and answer some of the following questions: "What is culture and how is it transmitted? What are my clients' beliefs and values regarding health and illness? What are my own? What lies behind my clients' inabilities and/or refusals to seek or comply with recommended health care? Is health care a right for all?"

Is health care a right for all--no matter what their skin color and values? At Cultural Diversity and Health Care people talked, listened, and decided.

Program Name: Survival in the Classroom: Perspectives on Discipline

Name of Principal Person(s) Responsible for Entry: Jack C. Fenver,
Robert E. Clasen

Person(s) or Institution to Whom Award Would be Made:
University of Wisconsin - Extension

Source(s) of Funding: University of Wisconsin - Extension
Extension Programs in Education

Cost of Program: $13,000

Number of Participants in Program: First Semester: 620
Second Semester: 600

Objectives of Program:

To provide teachers with knowledge of self and skills in in communicating, behavior negotiating, and creative teaching, which will allow them to survive and thrive in the elementary and secondary classroom.

The Problem

Survival in the modern elementary, middle, and senior high classroom is an increasing problem for teachers. Normal misbehavior that has characterized school days through the years has all too often become seriously disruptive behavior. Acts of violence by students against teachers have now become relatively commonplace. Recent professional journals are full of articles on teacher "burn-out". Some association leaders seriously discuss the issue of hazardous duty pay for service in certain school census tracts.

Wisconsin teachers reflect this concern by naming discipline and classroom management as top priority concerns in a variety of need assessment studies. In addition, as part of the back to the basics movement, many vocal community members are demanding that effective discipline be "restored" to the nation's schools.

All of this occurs in an era in which individual rights legislation and court decisions have taken precedence over community rights or the common good. The implication is that since the ground rules have changed the techniques for obtaining and maintaining discipline must change.

A second important variable intruding on efforts to assist teachers to manage classes more effectively is the decline in enrollments in the schools. The most relevant "fall-out" from this phenomenon is a teacher surplus which leads to lower teacher turnover and increased longevity for teachers. The implication is that the majority of teachers who will be

teaching for the next decade are in place. The problem clearly is one of in-service education rather than pre-service education.

Background

The problem confronted by the UW System, then, was to change a complex set of learned behaviors in a widely dispersed group of adult professionals.

In attempting to change adult ways of thinking and doing, research has accumulated to suggest parallel taxonomies of intervention and effect (Figure 1).

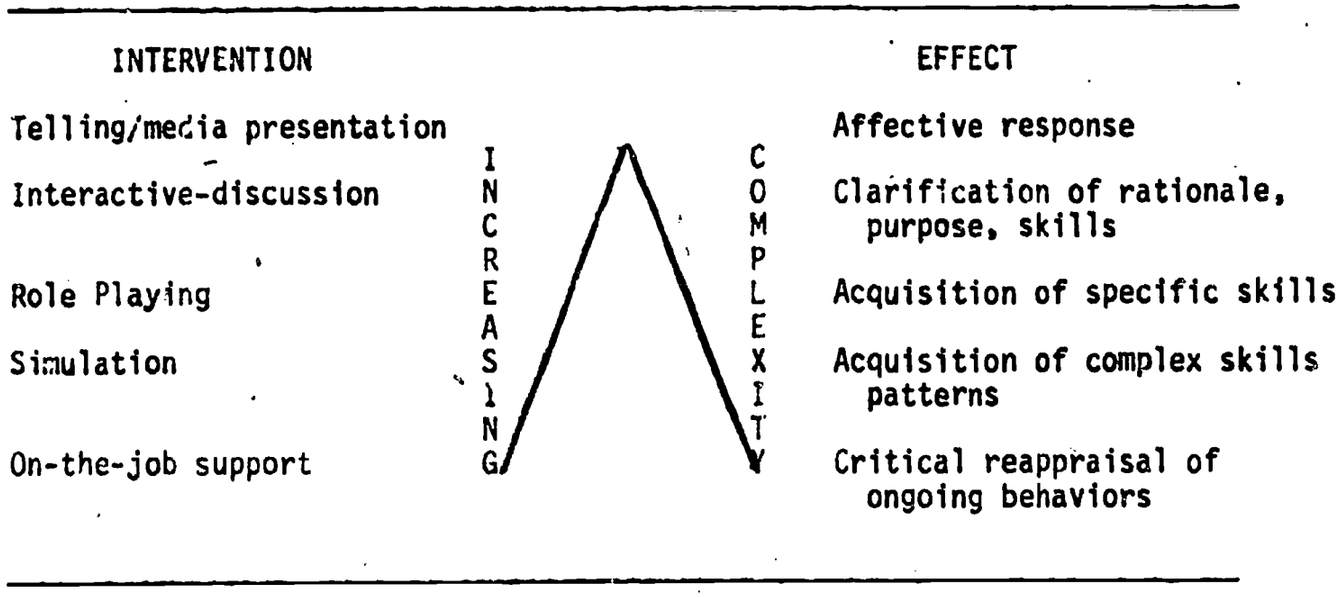

Figure 1. Parallel taxonomies of intervention and effect.

Perusal of Figure 1. suggests that the kind of intervention must be varied to obtain different effects. A stirring lecture will produce an affective response. There will be a surge of feeling which may or may not result in a concomitant behavior change. It is only when an opportunity to practice a desired behavior is available that we can be relatively sure that such a behavior is likely to be incorporated into a behavioral repertoire.

It is generally unlikely that a lecture, no matter how stirring, will produce a great measure of behavioral change.

The clear implication of this is that the kind of in-service planned should be calibrated to the outcome desired. If the in-service is to provide information with little expectation for behavioral change, a lecture is an excellent choice. It would be extraordinarily costly and an overkill to provide an on-the-job dispensing of knowledge. On the other hand, it is naive to expect a lecture to modify a relatively complex set of behaviors.

The problem faced by the UW System then, became the development of an educational experience which would help a large group(± 55,000 teachers) of dispersed adult professionals acquire a complex set of skills.

Approach to the Problem

The University of Wisconsin-Extension called together in August, 1978, representatives of the thirteen UW institutions that have teacher education programs. There was unanimous agreement in the group that some statewide effort needed to be launched. The University representatives considered the alternatives of contracting for a nationally marketed course aimed at this set of problems or of producing a new course within the UW System. It was decided that whatever was to be contracted for or developed required the maximum feasible participation of the client group, professional teachers.

The decision was made to proceed immediately to develop a University of Wisconsin course in collaboration with the teacher groups concerned with the problem. Accordingly, invitations were sent to several major teacher associations inviting their participation on a discipline task force. Representatives from two state associations, the Wisconsin Education Association Council and the Wisconsin Federation of Teachers accepted the invitation to participate. In addition representatives of two large independent teacher associations Madison Teachers, Incorporated, and the Milwaukee Teacher Education Association also agreed to participate. Thirteen campus representatives and the eight teacher representatives became the planning committee for the course. The work of this committee was chaired by a UW campus faculty member (James Raffini, UW Whitewater) and coordinated by a UWEX faculty member (R.E. Clasen).

At the first meeting of the planning committee the course content was outlined:

I. Self-awareness for Teachers

The self-awareness unit was to bring teachers to grips with who they are and how that impacts on what happens in the classroom. Teachers develop systems for coping with events in the classroom. Frequently these systems are not educational nor are they effective beyond immediate stoppage of a particular behavior. This unit causes teachers to think about the implications of their pedagogical habits.

II. Communication Skills for Teachers

Education is a communication business. Too often, the form of "communication" used in the classroom is one-way and consists of telling. In this unit teachers learn about inadvertent messages they may be sending and have the chance to practice sending and receiving intended messages.

III. Disruptive Behavior Negotiating

Disruptive Behavior Negotiation (D.B.N.) is a seven step process for handling disruptive behavior when it does occur in the classroom. Building on the self-awareness and communication units, D.B.N. requires that the teacher locate him or herself in place and time before responding to disruptive behavior. The process of negotiations can come to an appropriate conclusion at any of the seven steps - the key is process instead of reflex.

IV. Preventative (Creative) Teaching

Preventative teaching tries to help teachers recognize and celebrate human variability. Some pedagogical strategies are converging; they deny variation. Others are diverging; they expect students to respond from the core of their differences. This unit identifies some of these strategies and helps teachers to practice allowing for variability; this reduces the need for students to disrupt as a mechanism for being recognized as unique persons.

Four UW faculty members were designated as "writers" of the four units including Alex Molnar, of UW Milwaukee (I); Mitchell Beck of UW Oshkosh (II); James Raffini, UW Whitewater (III); and Robert Clasen, UWEX (IV).

UWEX accepted responsibility for collecting and reproducing all of the materials and for hosting the meetings required. The time sequence was

August	1978	Agreement by UW System
October	1978	Outlining of Content
January	1979	Drafts of Units Completed
February	1979	Review by Planning Committee
February, March	1979	Revision
March	1979	Try-out by Two Campuses
April, May	1979	Revision
June	1979	Use by Several Campuses
September	1979	Implementation

In addition to involving teacher participation in the planning of the course, it was decided to involve teachers in the delivery of the course. Campuses ran "instructo~" training sessions in which teachers learned the skills involved in the course and practiced teaching those skills to peers.

In the following semester, campus faculty supervised the delivery of the course by practicing teachers. Teachers who delivered the course were appointed in a teaching assistant capacity by the various campuses. Faculty and teaching assistants were paid directly through the campus funding mechanism where feasible and through the Extension funding mechanism where campus faculty were fully loaded and unable to respond on a part-of-load basis.

During the first presentation of the course six of the UW campuses worked with 160 potential course delivery teachers. Each campus then selected the "top" participants from the training seminar to deliver the course.

In two instances teaching assistants trained at one campus were considered for delivery of the course at other campuses.

As of this writing 625 students are enrolled in Survival in the Classroom at seven UW campuses. Four other campuses have plans to begin the course next semester. It is expected that 1,000 students per year will enroll in the course for the forseeable future. The vast majority of these courses will be delivered by practicing teachers at off-campus sites under the academic supervision of regular faculty.

An evaluation of course effectiveness funded by UWEX is currently under way. A preliminary discussion with teachers delivering the course was held over UWEX's educational telephone network early in December. This was followed by a written survey of students in their classes to assess the extent to which the course has actually changed teacher behavior. There has, of course, been a great deal of informal evaluation already by faculty, teaching assistants and "students". For example, one teacher has modified the course content to suit her 7th grade social studies course sequence. Discipline problems have not disappeared from Wisconsin's schools, but many of the teachers that have participated in this course believe they now cope more effectively with such problems.

Program Name:

CREATE: A New Model for Career Change, with manual/reader.

Name of Principal Person(s) Responsible for Entry:

Vivian Rogers McCoy, Ph.D.

Person(s) or Institution to Whom Award Would be Made:

Vivian McCoy, Director
Colleen Ryan, Carol Nalbandian, Counselors

Adult Life Resource Center
Division of Continuing Education
University of Kansas
Lawrence, KS 66045

Source(s) of Funding:

Adult Life Resource Center: cost to publish CREATE training manuals/readers: $ 6,272.51

Title I, HEA, 1965 Community Services and Continuing Education grant 1979 - to train adult educators/counselors in use of CREATE model: $24,196.00

TOTAL 30,468.51

Number of Participants in Program:

Clientele:	U. S. Veteran Administration nurses, Med. District 22	20
	Kansas Press Women	10
	Kansas Association of Home Economists	71
	Kansas City Managers	30
	Hudson-Mohawk Consortium, New York State Academics	75
	Colorado Career Change Conference	125
	Red Rocks Campus, Community College, Denver, faculty	20
	National Conference on Educational Choice	60
	Title I HEA Kansas grant project trainees	120
	Adult Education Association National Conference 1979	85
	TOTAL:	616

CREATE manuals/readers purchasers 1979 (by institution): 502

Combined Totals: 1118

Objectives of Program:

1. To increase the factual knowledge of adult educators and counselors relevant to adult career transition in America today.
2. To teach and enhance the skills of adult educators/counselors in assisting adults to:
   a. experience autonomy in undergoing career transition;
   b. understand that adult career change in today's society and in the context of adult life cycle change can be normative;
   c. assess self realistically in light of internal and external occupational information, and identified transferable skills;
   d. understand present workplace options and those projected for the 1980's;

e. to bridge with inventive new career possibilities, individual talents/interests and 1980's societal needs;
f. practice and gain confidence in career decision making skills;
g. enlist support systems, including mentors, in career transitions;
h. learn skills to manage stress attending career change;
i. give themselves permission to seek and find enjoyable, meaningful work.

3. To provide for research and other evaluative procedures to assess the effectiveness of the training model and manuals/readers.

4. To make the training available to a larger audience of adult educators and counselors beyond Lawrence in order to enable adults elsewhere to benefit by the objectives of the model.

Rationale:

1. A 1978 HEW study entitled Lifelong Learning and Public Policy reported reported "one worker in three changed from one occupation to another between 1965 and 1970, including 51 percent of all men 20-29 and 38 percent of men 39-39. Moreover 27 percent of all men and 13 percent of all women changed to a different major occupational group." In addition, a College Board study published that same year, 40 Million Americans in Career Transition, found "most job-changers are presently employed and mainly seeking more money, although many say they want more interesting work or professional advancement."

2. Many professionals working in career development seemed to be having second thoughts when faced with the numbers of people making major occupational change in a period Donald Super characterizes as consolidation and maintenance phases. Eli Ginzberg has revised his views and now sees occupational decision making as an open-ended process extending over the total work life.

3. Recent adult life cycle researchers (Roger Gould, Daniel Levinson) offer new insights about the normalcy of change, including work change over the life span. Levinson further documents the centrality of THE DREAM to career development, the value of mentoring support, and the commonality of men not experiencing initial career commitment until their early 30's. Sheehy's hypothesis that women in traditional lifestyles do not deal seriously with issues of identity or careers until their children are in school was another contribution, as was Klaus Riegle's warning of the need to go beyond stable traits and equilibrium states to "focus more intensively upon the dialectical dilemmas underlying changes across the life cycle."

4. The critical need for adults to be in charge of their lives in career change, something we knew to be vital from our clients' teaching us, was a concern apparently not commonly met. In one of the few studies done of work-transition adults, Ann Roe and Rhoda Baruch found that the career-changing adults in their study did not feel that they were in control of their lives. Yet, as Nancy Schlossberg has said, the vocationally mature person has to be in control of his/her vocational outcome: "The mature person--be she/he ten, twenty, or fifty--is the person who is involved in the choice process, able to make appropriate decisions by first considering change--in self and in situation--and is in control of his/her vocational destiny."

5. Strong social myths persisted to lock adults into earlier career choices no longer valid. Bernice Neugarten's work about the social clock of time appropriate behavior indicated that adults are often captive to society's ideas of what is "appropriate" career behavior even when such behavior is individually inappropriate. A prime example is the strong social taboos against person's changing occupations past 30. Yet, Leon Rappaport sees a new norm emerging: "Considering the many trends that are now running in our culture, from the rising average age to the distrust of institutions and tendency towards privatism, it seems likely that the prevalence of major life changes in middle age will increase...what may be emerging here is a culturally approved adaptation to rapid social change and increased longevity, in which a kind of 'second life' pattern becomes normative, thereby releasing adults from the problems of maintaining a first pattern that may have become developmentally obsolete."

6. The high incidence of stress in people's lives today and the awareness that any change, including career change, could exacerbate that stress gave cause for concern. The writings of Hans Selye and T. H. Holmes proved especially insightful.

7. The paradox of Rollo May writing about creativity in adult lives and the contradicting folklore that creativity is the private preserve of painters and poets seemed worthy of challenge.

8. Evidence that manpower projections are shaky bases for future career planning also gave us pause. A National Science Foundation review of research on programs for mid-life career redirection concluded that "redirection planning ought to start from the experience, interests, and aptitudes of the potential redirector and that it is misplaced confidence to try to rely on the 'objective' evidence of labor market forecasts." The report further cautioned: "The state of the art in manpower forecasting is still far short of the point where it can make such detailed predictions."

9. The parallel caution that existing occupational information is inadequate because "one in three occupations for the 1980's does not now exist" also concerned us.

10. The need for adults to learn to make "good" career decisions, indeed <u>any</u> decisions is apparently a common need. In one study of mature women reentering the workplace, that was the predominant learning need identified.

11. Finally, there was evidence that people are increasingly looking for meaningful work as they instigate change. In a survey of <u>Psychology Today</u> readers' work satisfactions, researchers found many people looking for "more possibilities of accomplishing something worthwhile." From the 33,008 survey returns only 23 percent were working in occupations of choice. The research staff concluded that the respondents' approach to work was self-oriented, something also true in the nation as a whole. "People seem to believe again in the value of hard work and in developing themselves in the workplace. On the other hand,...they are likely to demand a great deal, and, if they don't receive it, will look elsewhere."

12. When we found that no existing model of career change incorporated the concerns identified here we decided to design a model to meet those needs. We called the model CREATE, an acronym for the six steps of the career change process:

<u>C</u>larify your career crossroad.

<u>R</u>eality-test--starting with you

<u>E</u>xplore the work environment.

<u>A</u>ct/Don't Act--the polarized pulls

<u>T</u>o Begin.

<u>E</u>nlist, endure, enjoy!

Objectives:

The model was designed to help the career changer:

1. To start with his/her own career crossroad.
2. To confront myths surrounding adult change.
3. To give due importance to THE DREAM, the vitalizing force for all career development.
4. To understand where one is in the life cycle and to understand oneself in the process of change.
5. To realistically assess one's present values, needs, work interests and competencies, including transferable skills.
6. To build on the foundation of past work training and experience.
7. To creatively generate new occupational options to bridge individual talents with 1980's societal needs.
8. To handle barriers to career decision and to set and move on career goals.
9. To use support systems to help in career transition.
10. To manage career-change related stress.
11. To experience permission and encouragement to enjoy one's career.
12. To understand and deal effectively with the ambiguities of career change.
13. To have a sense of being in charge of one's own career transition.

The training manuals and workshops for professionals had the specific objectives of:

1. Training professionals to conduct CREATE career change workshops for adults and to advise and counsel adults in career transition.
2. To increase significantly the trainee's confidence to teach/counsel effectively adults in career change.

Clientele:

U. S. Veteran Administration nurses, Med. District 22	20
Kansas Press Women	10
Kansas Association of Home Economists	71
Kansas City Managers	30
Hudson-Mohawk Consortium, New York State Academics	75
Colorado Career Change Conference	125
Red Rocks Campus, Community College, Denver, faculty	20
National Conference on Educational Choice	60
Title I, HEA Kansas grant project trainees	120
Adult Education Association National Conference 1979	85
TOTAL:	616
CREATE manuals/readers purchasers 1979 (by institution):	502
Combined Totals:	1118

Planning Efforts:

From its beginning, the CREATE model seemed to have a life and an urgency of its own. Bits and pieces began to emerge in the decade and more of our advising and counseling men and women in the throes of career change. The model richly reflects the teaching of many of our clients.

The model began to take recognizable shape three years ago as we worked with Medical District 22 of the U. S. Veterans Administration to design a systems approach for career development of registered nurses.

New life was added as the Kansas Home Economists Association sought our help in a one-day workshop to help home economists explore new marketable career options; demands in traditional home economics openings had markedly declined since the early '70s. That experience enabled us to try a creative approach to career change and taught us the value of modeling by career changers who had already successfully made the transition. A surprising dividend was the rich supply of new occupational information generated by group brainstorming to apply the participant's talents to prime societal needs of the 1980's.

A request to work with city managers added another feature to the model--the adult life cycle perspective. The hazards of survival in city management where professional burnout and employer age bias often threaten employability at midlife suggested this. Reflections of city managers moving to new work and back were another bonus of that experience.

Kansas Press Women seeking more lucrative or more personally satisfying work sites prodded another addition: consideration for the different life style patterns of women in American society. Now whenever we work with women we make certain to show the differing sequence of salient issues for women taking the traditional 15-20 year work time-out for marriage and children.

Gail Sheehy postulates a unique sequence for American women in traditional roles: women deal with intimacy and generativity (nurturing both husband and children) in their 20's, delaying their own search for identity until their 30's (typically when the last child entered school), and begin their career consolidation in earnest in their 40's and 50's.

When the CREATE model was chosen for discussion and demonstration at a Conference on Mid-Career change convened by the Hudson-Mohawk Association of Colleges and Universities and the State Department of Education in New York additional components were added. The conference was motivated by the large numbers of tenured academics losing positions because of declining enrollments and the growing populations of ABDs and Ph.D.s not finding jobs for similar reasons. That experience made us realize that forced career redirection may require a necessary mourning period for the career self left behind and for the life style and environment abandoned. Besides the concerns held in common with all career changers, academics, we learned, have special needs unique to all professionals in fields of long and strenuous preparation and exclusive career commitment.

Finally, a Title I, Higher Education Act, Community Education grant awarded in 1979 and supported by the Kansas Adult Education Association, permitted training of 120 professionals in six Kansas communities and testing of the training effectiveness of the model.

Specific Impact on Individuals, Institutions, Community:

A. Description of Program:

CREATE is a model for facilitating career change for adults through experiental learning and group process over eight three-four workshop sessions designed to facilitate such change. The training workshop for helping professionals is a one-day 6-hours seminar covering these major steps of the model:

Clarifying one's career crossroad

Reality-testing occupational aspirations

Exploring the work environment

Acting/Not Acting-the polarized pulls

To begin

Enlisting help, enduring stress, enjoying work

1. Methods used:

mini-lectures

small group discussion

guided imagery to connect individual with THE DREAM

self-guided exercises in career exploration

occupational interest inventory

skills identification

inventorying of transferable skills

brainstorming to identify work related to societal needs

Force Field Analysis to deal with pulls toward career indecision

goal setting, implementation

structuring support systems

stress management techniques for coping with occupational change

2. Materials Employed:

training manuals/readers for leaders and participants

transparencies

flip charts

posters/pop art related to work scene

Hall Occupational Orientation Inventory

paper/pencil human relations exercises

B. Impact:

V. A. System Medical District 22 (registered nurses)

Kansas Professionals (nurses, home economists, journalists, city managers)

N. Y. state academicians

Colorado State Conference on Careers; faculty, Community College of Denver

Kansas: 120 adult counselors/educators; six communities chosen to impact helping professionals in the state

National impact: 1. National Conference on Educational Choice, University of Nebraska; 2. Adult Education Association National Conference, 1979; 3. National University Extension Association, 1980; 4. Reporting of model in chapter "Mid-life Passage on the Plains," Vivian Rogers McCoy; Alan B. Knox, editor, Programming for Adults Facing Mid-Life Change, in Jossey-Bass, New Directions for Continuing Education Series, 1979; 5. Manual sales nationwide: 252.

Evaluation:

Pre- and post testing of 71 home economists on a Career Process Scale (McCoy, 1974, 1977) reported significant post workshop gain in a) openness to career change b) realistic self-assessment c) knowledge in making appropriate career change decisions.

1979 Title I, HEA participant evaluation rated:
a) Overall value of workshop model to professional-very high
b) Instruction-high
c) Materia. -very high

Products:

A set of training manuals for trainers and participants was published which included the scenario for all workshops activities and important related readings.

Problems Encountered and Solutions Attempted:

Funding to publish the training manuals was a serious hurdle. The decision was made to have ALRC invest in their potential. This paid off in general public acceptance of the manuals and the awarding of the Title I, HEA grant which funded the use of the manuals in the training workshops.

Another concern was to allow for exploration of 1980's societal needs which might be addressed in individual career planning. The training workshop participants' own response to this challenge in vigorous group discussion of community needs and in generating creative career responses allayed that concern.

A final concern was to permit full-scale testing of the model and outside evaluation, something made possible by the 1979 Title I, HEA award.

Program Name: The Dean's List - the donor organization of the College of Continuing Education

Name of Principal Person(s) Responsible for Entry:

Victoria Meadows

Person(s) or Institution to Whom Award Would be Made:

Victoria Meadows

Source(s) of Funding:

Gifts revenue

Cost of Program:

Except staff time, all costs are covered by gift revenue

Number of Participants in Program:

20 members as of 1/1/80

Objectives of Program:

To provide an annual source of unrestricted funds to the College of Continuing Education for:

Scholarships and Awards - Scholarships and awards are seldom available to adult and part-time students through traditional sources. The College, in an effort to encourage adults to return to school and to ease the adjustment in doing so, provides some financial assistance to qualified applicants through an endowed fund.

Facilities - Development of our physical plant has been a high priority. A generous gift from Charlotte and Davre Davidson, as part of the USC Century II Campaign, enabled the College to construct the Davidson Conference Center for Continuing Education. Operation and maintenance of this excellent learning environment is of special concern to the Dean's List members.

For Research and Development - One of the important missions of the College is to develop programs which respond to the particular and varied needs of adults. Through methods of applied research, the academic staff of the College investigates those needs throughout the community and develops the appropriate responses to them.

FUNDRAISING FOR CONTINUING EDUCATION

Can a college of continuing education launch an effective fundraising campaign? The College of Continuing Education at the University of Southern California has done so through a multi-faceted program which combines some of the traditional methods of fundraising with some innovative approaches that are as exciting as the field of adult and continuing education itself.

In the late 1970s, the College of Continuing Education (CCE) at the University of Southern California came face to face with a serious problem that had intensified in the last five years of the decade. The increasing high costs of delivering quality educational opportunities were 1) limiting the College's ability to take risks in the development of new and innovative programs and 2) limiting the number of students who could afford to continue their education at a private institution.

Private universities such as USC have long relied on fundraising as a source of needed revenue. Lacking the tax subsidies enjoyed by the public institutions, systems and programs of fundraising via alumni associations, cultivation of major gifts from individuals and proposals to private foundations have been successfully developed by the private colleges and universities in the U.S. The University of Southern California has had unique and marked success in this arena. At the threshold of its second century, USC is completing a massive

$265 million campaign - Toward Century II - which has become a national model in private education fundraising.

The College of Continuing Education, while an important part of the University, has not been part of the fundraising effort - relying on tuition, student fees, government grants and contracts for its revenue. Circumstances demanded, however, that CCE begin a fundraising campaign. Unfortunately, in planning for such a campaign the Dean discovered a few discouraging facts:

* No other continuing education program in the country was doing any private fundraising beyond foundation proposals.
* Traditional fundraising techniques relied upon "old school tie" network and did not apply to a college of continuing education.
* There were no professional fundraisers with a knowledge of the field of continuing and adult education to help design a fundraising program.
* It looked like it couldn't be done.

In early 1977, upon the urging of one of the University's trustees, the College formed a Board of Councillors. Many USC schools had such boards comprised primarily of their graduates. Formation of a board - while not designed as a fundraising unit - was still thought to be a logical first step in the formation of a fundraising campaign. The CCE Board, comprised of leaders in fields such as business, television,

news media, law, banking, religion, politics, education and many others (see list attached) serves as an advisory group to the Dean of the College and her academic administrators on topics such as emerging civic issues, career trends, marketing of programs, etc. Additionally, it serves to publicize the work of the College through the Board members who are good-will ambassadors to the Los Angeles community.

A subcommittee of the Board, "Public and Community Relations," accepted the task of investigating how a fundraising campaign might be planned to the benefit of the College. Its first project - to create an annual-giving plan.

In early 1979, Francis L. Dale, publisher of the Los Angeles Herald Examiner and the chairman of the committee met with the Director of Community Relations (the College's professional charged with fundraising) and the Executive Director of Public Relations to define ways in which a feasible plan could be launched. The committee's investigation resulted in the following finding:

> Because of the nature of its many institutes, centers and programs, the College has many students but it does not have an integrated alumni in the traditional sense. The majority of the continuing education students owe their institutional allegiance to the college or university from which they received a degree or professional training. While a continuing education experience is valuable to the participant in making career changes, and in developing methods for personal growth, it is not the same as the "old school tie" which often represents a four to six year

commitment.

The committee's recommendation, therefore, was to launch a "friend raising" campaign for continuing education. Once an identifiable pool of friends was developed, an active fund-raising component could be evolved. The ultimate goal of this effort was to be the creation and development of a support group - a group of people who annually contribute a fixed amount of money to the College in exchange for some special membership privileges.

The University of Southern California developed the first university support group in 1955. Since then, 32 support groups have been inaugurated on the USC campus and are responsible for contributing over 4% of the total gift revenue received by the University each year. (In 1979, this total was $37.9 million). This University experience was considered valuable by committee members in planning the new continuing education group and so committee members met with the USC administrators responsible for the University-wide coordination of such donor organizations.

The first and most important question was: Who was to be the target audience for membership since commitment by the membership is one of the most important factors in group growth? It was determined that membership in the new continuing education group would be solicited from: current and past participants in credit and non-credit programs; adjunct and regular faculty of continuing education programs; and other special friends - that is people who are not formally involved

in CCE programs but who are interested in supporting the work of the College.

Once the prospective audience was identified, the structure of other USC support groups was reviewed: organizational structure; role of volunteers; membership goals; privileges and rate structure. Of special interest was the selection of a name. Mr. Dale suggested "The Dean's List" since it was not only a familiar phrase but it also described the special relationship that members would have as friends of the College.

The charter membership drive was to be by necessity a staff effort. Letters of invitation, telephone calls and visits would form the basis for finding the first members. It was hoped, however, that membership growth would soon become a volunteer activity.

It was determined that, in general, funds generated by the support group would go toward facility development; into researching the educational needs of various communities; and to scholarships and cash awards for adult and part-time students. Once the group was formally launched, its members would meet with the Dean to select an annual fundraising goal based on her recommendations.

The privileges of membership would include invitation to an annual dinner hosted by the Dean; invitations to other special events, (lectures, tours, film previews, for example), publications, and preferential enrollment in some CCE programs. The membership rate schedule was seriously considered. Three categories of membership were created: regular membership at

$200 each year; family and corporate membership at $500 each year. A special category for major donors was created for one-time gifts of $5,000 or more. Like other gifts to the University, membership gifts are tax-deductible.

The committee reported its finding, recommendation and plan for the new support group to the full Board of Councillors at their Spring 1979 meeting--many of whose members responded enthusiastically by joining the new patron association on the spot.

To formally inaugurate the new Dean's List, one of the members of the College's Board of Councillors, Dr. Jack Lewis, organized a very special "rush" party at an art gallery owned by a friend of his. The guest list was carefully chosen to include friends of the College who had previously expressed an interest in the work of the College and who were especially interested in the fine arts. The program for this elegant evening was also carefully planned to include an after hours tour of the gallery with the owner; a lithography demonstration during which guests participated in making an original print; refreshments and most importantly, remarks by the Dean and an invitation to join the Dean's List.

During the months following the rush party, cultivation of individuals as prospective members continued through continued efforts by academic staff members to identify prospective members, special lunches and meetings with the Dean, and a limited letter writing campaign. Other parties and events designed to appear to different interests were also held. These

included a picnic and USC football game and a buffet supper and preview of a major film. To assist in these efforts a brochure was created as an invitation to join the Dean's List. It included the goals of membership; why such support is needed; the role of the members in the success of the College; privileges of membership, the rate schedule and an application form.

In the Fall 1979, the Dean considered whether a major fundraising event was an appropriate next step in soliciting new members. After much consideration, it was determined to postpone that ambitious undertaking in favor of a smaller "thank you" dinner honoring Dean's List charter members.

The dinrer, held in the lobby of the Davidson Conference Center for Continuing Education one October evening was made even more special by the appearance of Eric Sevareid as a special guest. The dinner, catered by an elegant Los Angeles restaurant, was a gift hosted anonymously by one of the Dean's List members. Other incidental costs for the florist, photographer, and musicians were covered by another member.

Formal invitations were sent in the Dean's name to every Dean's List member, Board of Councillor member, the President, the Executive Vice President and the Vice President for Academic Affairs at USC as well as some University trustees. The response to the invitation was overwhelming. In fact, at least three people became new Dean's List members so that they could be invited to the dinner. One member was so pleased with the event that she enclosed, in her thank you note to the Dean, an additional generous contribution.

Following the Sevareid dinner, the Dean asked Dr. Lewis to

become the first chairman of the Dean's List executive committee. His enthusiasm for the project had already resulted in new memberships. Since assuming the leadership of the organization, Dr. Lewis has developed several valuable plans for achieving membership goals including a special corporate membership drive.

The plan for the next six months is to reach a first anniversary membership of one hundred members. A new brochure incorporating information of the first brochure with the addition of a new logo will list the charter members.

Because the College is about to launch a capital campaign for a new building, the Dean has suggested that the Dean's List membership adopt, as a fundraising goal over the next three years, a portion of that new building -- perhaps the lobby, a classroom, or a faculty conference room.

Was the creation of this support group worth it? The costs were high in terms of staff development time. Out of pocket costs for events was kept low since many members hosted the food and liquor costs and since events were frequently planned around existing university and college programs. To date the effort has resulted, however, in over $23,000 in membership dues; and $5,800 in extra gifts to the association. (Honorary membership in the Summa Circle was also given to two donors for other major gifts to the College).

Members are excited about belonging to this new group and they are pleased to be associated with each other. As well, they have a recognizable pride in playing an important new role in the development of the College of Continuing Education at USC.

Program Name: Advocacy for Persons with Chronic Mental Illness: Building a Nationwide Network

Name of Principal Person(s) Responsible for Entry: Roger T. Williams

Person(s) or Institution to Whom Award Would be Made: Roger T. Williams/ University of Wisconsin-Extension

Source(s) of Funding: Participant fees and a grant from Title I of the Higher Education Act

Cost of Program: $8370.00 for out-of-pocket expenses. The estimated total cost (including staff salaries) was $11,578.62.

Number of Participants in Program: 284 from more than 60 local groups in 29 states and Canada. The program could influence the lives of thousands of chronic mentally ill persons and their families.

Objectives of Program: This program was intended for persons who are actively involved in a grass-roots citizen's movement to help people with chronic or long-term forms of mental disability. Most of the participants were either family members or friends of persons with chronic mental illness; many were members of local mutual support/advocacy groups. The program was designed to provide an educational experience and to stimulate the development of a nationwide network or coalition of citizen advocacy groups. More specifically, it was designed to do three things:

1) To foster learning about federal legislation, current research and recent developments in the treatment of persons with chronic mental illness
2) To encourage sharing what citizens can do through mutual help/ advocacy groups to improve the lives of chronic mentally ill persons and their families
3) To create a national federation, coalition, or network of local and state mutual help/advocacy groups.

This was the first national conference aimed at bringing together members of family support/advocacy groups related to chronic mental illness. It marks the beginning of a nationwide citizen movement to advocate on behalf of persons with long-term forms of mental disability.

Advocacy for Persons With Chronic Mental Illness: Building a Nationwide Network

Roger T. Williams

Rationale

In the past, persons with chronic or long-term forms of mental disability have received treatment in state and county mental hospitals. Treatment was, at best, custodial. At its worst, it was a system that fostered sickness, nurtured dependency, and violated the personhood of patients.

More recently, there has been a shift in public policy from one of warehousing to one of "deinstitutionalization." Those who were once treated in institutional settings are now being returned to the community.

On the surface, this would appear to be a positive change. Unfortunately, communities have been almost completely unprepared for the shift. Community-based mental health services are typically unable to deal with the problems unique to chronic mentally ill persons. And families of the chronic mentally ill are typically unprepared for the pressures and responsibilities associated with caring for family members.

As a result, many persons who have long-term forms of mental disability and are placed in community settings may be worse off than if they were in institutional settings. This is because the nature of the disability requires that one have on-going and sustained supports in order to function in the community. Quite simply, this means that persons with chronic mental illness can often function quite well in the community if they have support in locating housing, finding and retaining a job, developing a circle of friends, and adjusting to the demands of daily life. Since these basic supports are rarely available in communities, families of the chronic mentally ill are increasingly finding that the problem gets dumped squarely into their corner.

In response to this problem, mutual support/advocacy groups--like the Madison-based Alliance for the Mentally Ill--are springing up all over the country. These groups, composed of families of the chronic mentally ill, provide two vital functions: 1) they provide support for persons who are experiencing the pressures of having a chronic mentally ill family member, and 2) they serve as advocates for improved institutional and community care for their chronic mentally ill family members.

While these groups have been highly successful in sensitizing local officials to the importance of services for the chronic mentally ill, most have been struggling on their own, without the support and guidance of groups in other parts of the country. The local Alliance for the Mentally Ill, in its limited contact with other groups across the country, learned that there would be substantial interest in a national conference which would bring together members of citizen groups from across the country. They approached University of Wisconsin-Extension, Mental Health (UWEX-Mental Health) in January, 1979 and asked if Extension would co-sponsor such a conference.

Planning Efforts

In an effort to determine the appropriateness of jointly sponsoring a national conference, UWEX faculty posed three questions: 1) Why should Wisconsin take the lead? 2) Would such a conference have national appeal? and 3) How many people would attend?

In response to the first question, the Madison-based Alliance for the Mentally Ill emphasized three things: 1) Wisconsin is located midway between the east and west coasts and would thus be a central location in terms of travel, 2) Madison is the home of the PACT (Program in Assertive Community Treatment) program, one of the more successful community-based treatment programs in the country, and 3) Wisconsin has a strong Extension system that could serve as a vehicle for developing such a program.

Thus, Wisconsin seemed to be a good location for such a conference. Yet

the question remained: "How many people would participate in such a conference?" We drew up a one-page proposal indicating our intention to host a meeting in Madison and sent it to several advocacy groups around the country. The response was overwhelmingly positive. Without exception, the other groups encouraged moving ahead with the planning process and pledged their support in attending the conference.

The next major issue confronted was keeping the cost or expenses as low as possible for program participants. We found the administrator of Wisconsin's Title I funds (of the Higher Education Act) to be personally supportive of the conference. We applied for funds and received a grant which allowed us to cover most out-of-pocket expenses and keep participant fees down to $10 per person.

We could now turn our attention to the details of planning a major national conference. A planning committee was formed consisting of three members of the Dane County Alliance for the Mentally Ill (their current president and two past presidents), two persons from the Wisconsin Bureau of Mental Health, one person from the UW School of Social Work (a person active in developing the innovative PACT program), and one person from UWEX, Mental Health. We quickly settled on the program design which included one full day of educational sessions plus three blocks of time devoted to forming the new organization. This planning group continued meeting at 3-4 week intervals from February through August to work out details related to the conference.

It soon became clear that the local Alliance for the Mentally Ill was committed to this effort and that a real partnership was developing between this group and UWEX-Mental Health. We maintained close contact with other groups around the country (through letters, phone calls and newsletters, and incorporated ideas from other states in the planning process. Together, we were serving as a catalyst for creating a nation-wide citizen advocacy movement.

Program Objectives

From the beginning, there were at least two intentions for the conference. First, and foremost, it was to provide an area from which a national advocacy organization could emerge. Second, it was to provide an indepth educational experience for those in attendance. Then there was a third intention, less explicit perhaps, but just as important as the other two: that of bringing together members of family groups from across the country to share experiences and learn from each other how to become more effective citizen advocates at the local, state and national level.

These intentions were transformed into the following objectives:

1) To foster learning about federal legislation, current research and recent developments in the treatment of persons with chronic mental illness

2) To encourage sharing what citizens can do through mutual help/advocacy groups to improve the lives of chronic mentally ill persons and their families

3) To create a national federation, coalition or network of local and state mutual help/advocacy groups

In keeping with the first objective, we asked several nationally-known leaders to share their knowledge related to federal legislation, current research and treatment methods for persons with chronic mental illness. Resource persons were chosen based on 1) the contributions they could make during the conference, and 2) their potential for contributions related to chronic mental illness following the conference. In short, we hoped the conference would have a sensitizing effect on the resource persons as well as an educational effect on the participants.

The second and third objectives called for a conference design which encouraged participants to share their experiences at the local level and to share their expectations for a national coalition of advocacy groups.

An initial reception was held on the first evening of the conference to stimulate dialogue and sharing. Then participants were asked to choose one of five task groups that were organized to address the major issues confronting the formation of a new organization: 1) purpose, 2) structure, 3) program, 4) communications and 5) funding. These task groups worked two evenings and reported back to the plenary group on the final morning of the conference. These task group reports were to provide the basic direction for the organization during its first year of existence.

Clientele

The intended audience were members of mutual help/advocacy groups related to chronic mental illness. Given this orientation, it was expected that the vast majority of the audience would be family members, relatives and friends of persons with schizophrenia (the predominant form of mental illness). While this was indeed the primary audience in attendance, there were also a limited number of professionals, psychiatric patients and ex-psychiatric patients present.

The occupations of participants were diverse (from machinists to lawyers) including a wide range of employment status (from housewives to Ph.D. candidates to full time employees to unemployed persons on disability income). Yet, in spite of these differences, there was one unifying theme: each of the participants viewed himself or herself as an advocate for improved programs and services for the chronic mentally ill.

When the local Alliance for the Mentally Ill first approached us, they extimated that 35-50 people would attend the conference. As the program unfolded, we had to ask participating groups to limit themselves to no more than ten delegates/group due to space limitations. A total of 284 persons attended representing more than 60 groups in 19 states and Canada. Thus, interest far exceeded our expectations when we first initiated the planning process.

Problems Encountered

There were two major problems encountered in implementing this program: 1) providing a high quality experience at a reasonable cost, and 2) creating an open and democratic process which would enable all viewpoints to be heard and considered.

The first issue was particularly important since many of the families of persons with chronic mental illness have limited resources (depleted, in part, by the cost of treatment within the existing mental health system). Several actions were taken to resolve this problem. First, a grant was sought and obtained from Title I of the Higher Education Act. This covered many of the major costs associated with the program. Second, several members of the local Alliance for the Mentally Ill offered to house conference participants who were on limited budgets. In this way, we were able to accomodate about 30 persons who otherwise would not have been able to come. Third, an effort was made to seek funding from several foundations to subsidize the travel costs of program participants. We approached 6-8 foundations, but simply couldn't obtain funds for this purpose. Thus, while we were not able to subsidize participant travel, we were able to arrange free housing for all who requested it and keep the registration fee at the low rate of $10 per person.

The second issue was a perplexing one. While UWEX, Mental Health and the local Alliance for the Mentally Ill were taking leadership in organizing the conference, we didn't want to dictate the type of organization that should be formed. Nor did we wish to have other leaders within the movement impose their views on those who were reasonably new in the advocacy arena. It thus became a matter of trying to foster a context and a process where all viewpoints would be heard and considered. Several actions were taken to resolve this issue. First, in his opening comments the program coordinator addressed the problem and added that "we hope a spirit of openness and democracy will

prevail."

Second, participants were asked to join one of five work groups to consider the following concerns associated with forming a national organization: purpose, structure, program, communications, and funding. Each of these groups had the open-ended task of defining one aspect of the organization's existence. Third, we had asked one person to act as an initial facilitator for each of these groups and asked that each group then elect a co-facilitator from among their midst. This allowed us to provide initial leadership while minimizing the possibility that predesignated leaders would dominate discussions. Finally, we asked the workgroups to report back to the plenary group on the final morning. Each workgroup report was accompanied by a motion that it be accepted in principle by the assembly. All of the reports were accepted in principle by the group along with recommendations to modify certain substantive aspects. With the five workgroup reports accepted by the entire assembly, the elected Steering Committee had a firm base for moving ahead with the business of the organization.

Program Impact

The recent President's Commission on Mental Health (1978) emphasizes that one of the major problems confronting the mental health field is "the almost total lack of a strong, vocal constituency among patients, former patients, and their families." The report goes on to say:

> People who suffer from cancer, multiple sclerosis, heart disease, and other illnesses are more willing--along with their families--to engage actively in public campaigns against such illnesses. This is often not the case as regards mental illnesses, with which people are generally more reluctant to identify.

The organization formed at this conference--the National Alliance for the Mentally Ill--promises to be that "strong, vocal constituency" referred to in the President's Commission report. The organization has been in existence just

four months, yet it is already being recognized as an important voice in the mental health field. As an example, the President of the National Alliance has been asked to serve on the advisory council for the Director of the National Institute of Mental Health (NIMH). This is an ongoing council with representatives from various professional and consumer organizations which provides the Director of NIMH with advice and council on national policy directions within the mental health field.

There are other indications that the impact of this conference is being felt. Hospital and Community Psychiatry, one of the major journals in the mental health field, sent a reporter to cover the conference. A brief (1¼ pages) article appeared in the December, 1979 issue of that journal (see Attachment A) and much more detailed coverage is expected in a spring issue. This is the official journal of the American Psychiatric Association and the major vehicle for reaching psychiatrists throughout the United States.

A brief article has also appeared in Advocacy Now, a new journal established for the expressed purpose of advocating on behalf of those with mental illness (see Attachment B). Another article is expected in an up-coming issue of Innovati _, an experimental magazine initiated by the National Institute of Mental Health and one which reaches thousands of front-line workers in the mental health field.

Still another indicator of program impact is the interest expressed in the conference from those not in attendance. We have received numerous requests for information on the conference including requests from groups in Australia, Austria, Canada, England, Germany, Israel, Japan and New Zealand. All of the individuals and groups expressing an interest in the conference have received an announcement about the availability of a 120 + page set of program proceedings (see Attachment C). It is expected that 300-800 copies of the proceedings will be disseminated and that they will be read by thousands of persons around the world.

Finally, something should be said about the effectiveness of the conference as perceived by those attending. In the evaluation, participants were asked to rate the effectiveness of the program in meeting its three primary objectives. On a scale of one to five--where 1 represents a low rating and 5 represents a high rating--the response was as follows:

1. To foster learning about federal legislation, current research and recent developments in the treatment of persons with chronic mental illness — 3.9
2. To encourage sharing what citizens can do through mutual help/advocacy groups to improve the lives of chronic mentally ill persons and their families — 4.6
3. To create a national federation, coalition, or network of local and state mutual help/advocacy groups — 4.8

Its clear that the participants were pleased with the outcome of the conference. This comes through even more strongly in one of several letters from participants following the conference:

> ...I wish to thank you, the University of Wisconsin, and the Alliance for the Mentally Ill for the seed of an idea that blossomed into the full grown flower we created on September 9, 1979--the National Alliance for the Mentally Ill. It was, indeed, an historical occasion for all of us consumers of mental health services. We in Pennsylvania have been walking around with "goose bumps" when we think of what happened and when we are relating our experiences to interested parties. I'm sure this is happening in 29 other states.
>
> Thank you all for a job extremely well done...you worked us hard and we came away exhausted, but extremely happy.

The National Alliance for the Mentally Ill will continue to meet annually at various locations throughout the nation. Conferences will be hosted by local groups in cooperation, when possible, with nationally recognized colleges or universities. While UWEX, Mental Health does not expect to serve as a co-sponsor for conferences in the near future, the National Alliance has asked the UWEX faculty member to serve as an advisor to the group. Input concerning the next annual conference scheduled for September, 1980 has been provided.

Summary

There were several factors which led to the success of this conference. First and foremost, was its timing. Most of the groups participating in the conference were organized within the past 2-5 years in response to the nationwide trend toward deinstitutionalization. It is just within the past 1-2 years that local groups realized the national scope of this movement and became interested in reaching out to form a nationwide network. A second factor is that the national organization desired is now a reality. The importance of this comes through in a comment by a conference participant in the program evaluation: "There was no question in my mind when I arrived that the formation of NAMI would become a reality."

Other success factors included: a tight program design with substantive topics and knowledgeable resource persons; the dual focus of an educational session and network building effort; the opportunity to share experiences with other advocates from around the country; the spirit of openness and democracy which prevailed throughout the conference; and the joint effort between a local advocacy group and UWEX Mental Health.

Program Name: "THE ONONDAGA CITIZENS LEAGUE"

Name of Principal Person(s) Responsible for Entry: LEVI L. SMITH

Person(s) or Institution to Whom Award Would be Made: LEVI L. SMITH

Source(s) of Funding: Membership fees and administrative/clerical support from University College

Cost of Program: $1500 - $2000, excluding contributed personnel costs

Number of Participants in Program: 125

Objectives of Program:

The Onondaga Citizens League is an organization of concerned citizens who want to become informed about major public issues or problems facing this county and to help develop rational, orderly approaches to prevent such problems from growing into unmanageable crises.

The organization, sponsored by University College as a community service, is designed to improve public understanding of public problems which might become crises, and to provide a formal opportunity for citizens to contribute to a rational and deliberate resolution of problems.

CONTINUING EDUCATION CENTER FOR THE PUBLIC SERVICE
University College, Syracuse University
610 East Fayette Street, Syracuse, New York 13202

THE ONONDAGA CITIZENS LEAGUE

In every urban community, in every metropolitan area, it is becoming increasingly commonplace that decisions on important public issues are being made as part of "crisis management." More and more problems seem to build up to the point of crisis, when something has to be done. The solutions often appear inadequate, forced, or "political."

Part of this, of course, is due to the national phenomenon of running out of "escape valves." On fundamental issues such as waste disposal, sources of energy, quality of environment, unemployment, crime, mass transportation and others, the solutions are more and more limited in scope and often produce frustrating dilemmas for decision makers.

Decisions by local authorities are further complicated by the rapid pace of economic and technological change, the interdependence of federal-state-local relationships, and changing value systems at work throughout our society.

The end result at the local level seems often to be "government by crisis." There is no regularized way of examining issues and problems before they become crises--to create a basis of public understanding to which the governmental system will respond.

In Syracuse, New York, the Continuing Education Center for the Public Service of University College has developed over the past fourteen years a broad range of programs addressed to specific community problems and issues. The best known and most influential of these programs has been the Thursday Morning Roundtable, a weekly forum involving 150 community leaders representing

government, business and industry, professional groups and civic associations.

A number of long-time Roundtable participants became interested in the concept of an "Onondaga Citizens League". (Syracuse is in Onondaga County.) One of the founders of the Minneapolis-St. Paul League, Arthur Naftalin, was invited to speak at the Roundtable and to meet with several other appropriate local groups. As a result of these and several subsequent discussions, an ad hoc advisory board of 22 interested citizens was established to formulate the structure for a local citizens league.

In keeping with its community service function, the Continuing Education Center volunteered to provide administrative and clerical support for the organization and operation of the League. The Assistant Dean for Community and Mid-Career Programs at University College, Lee Smith, was appointed Chairman pro tem until the membership of the new organization could elect their own officers and board.

A membership campaign was organized, resulting in 120 members. Annual fees were set at $15 per person, $25 per family and $30 for a sponsor. Income and expenses were controlled through a special "agency account" established at the University. A goal for the organization is to become financially and administratively independent of the University after its early years of operation.

Following an organizational meeting, members volunteered to serve on the OCL's first Study Committee. Thirty-three persons agreed to meet once each week to learn as much as possible about the topic chosen for study, to discuss the issues and problems involved, to draft documents on their findings, conclusions and specific recommendations.

The first topic of study/recommendations was "What will be the impact of full value property assessment in Onondaga County and how can we best prepare for related problems?" The New York State legislature had mandated

100% property assessment for all tax jurisdictions by 1981. A good deal of misinformation, confusion and apprehension had spread throughout local communities. To prepare for this change in tax assessment and to provide legislative bodies with specific recommendations, OCL began analyzing this topic in December 1978. Experts from the State's Division of Equalization and Assessment and local assessment directors who have had experience changing over to the full value process provided background information. Materials on taxation in general and full value assessment in particular were distributed.

Members of the Study Committee met once each week for five months, hearing expert testimony, debating issues, listing findings and eventually drafting specific recommendations. Their report, a 37-page document, was approved and issued to the community by the League's Executive Board on June 5, 1979. The recommendations received widespread recognition through the media (press, radio and TV) and through discussions at clubs and other civic organizations. The County Legislature's leaders and executive officers praised the report and plan to use it as a base resource for future county-wide legislation to meet the requirements of State law. A copy of the report, Equality and Fairness in Property Assessment: Recommendations for Onondaga County, is attached to this narrative as an appendix.

The League Executive Board solicited suggestions from members for a second study-report subject. 190 topics were suggested. The Board selected as the topic for Report #2 "Young People in Trouble - How Can Our Resources be Organized and Delivered More Effectively?" The topic has attracted much interest from local governments, the State Division for Youth and local agencies concerned with youth problems. Study committees are

now (December 1979) being organized to investigate, analyze, discuss and make recommendations. University College will provide staff and office support for this project.

The Onondaga Citizens League is an example of a university fulfilling its public service commitment by applying the administrative and managerial resources of continuing education to the educational/civic needs of its larger community. The Continuing Education Center of University College is serving as a catalyst to establish this citizen organization on a sufficiently firm basis so that it can function effectively in future years without our administrative/clerical support. The enthusiasm of current members and interest throughout the community indicate we should be successful in this mission.

Appendices: Leaflet, "The Onondaga Citizens League"
Report, "Equality and Fairness in Property Assessment"
Proclamation by County Executive - "Onondaga Citizens League Week"
Newspaper reports

Program Name: The Place of a Student Journal in Continuing Education

Name of Principal Person(s) Responsible for Entry:

Wilfred Dvorak, English Department & Valerie Quinney, History Department

Person(s) or Institution to Whom Award Would be Made:

Wilfred Dvorak & Valerie Quinney, University of Rhode Island, Extension Division

Source(s) of Funding: Loan from Student Activities Fund, grant from Extension Dean, subscriptions and sales of magazine

Cost of Program: Roughly $1600-2200 (dependent upon publishing costs in a given locality in a given year, and dependent upon format and number of copies printed; cost listed is for publishing one magazine issue, 500-1000 copies).

Number of Participants in Program:

Facusty advisors (2) & Continuing Education students (4-5 staff members per issue; 7-8 contributors per issue).

Objectives of Program:

Our objective was to transform a college literary magazine into a forum for the exchange of ideas by adult students about shared experiences in order to heighten their awareness of being in a common enterprise, of belonging to a community of adults with a common goal, education. We chose to concentrate on one theme in each issue and to insist that that theme be of interest to all students. The result was that we successfully developed a continuing education student publication focusing on a single topic which is relevant for and important to all of our adult students at the University of Rhode Island Extension Division.

The Place of A Student Journal in Continuing Education

by

Wilfred Dvorak, English Dept., & Valerie Quinney, History Dept.,

The University of Rhode Island

Introduction

The following model for a yearly or bi-yearly continuing education student journal in which each issue is devoted to a single topic, as seen in the special numbers of Mirror on The Immigrant Woman (1977), The Adult Student (1978) and Neighborhoods (1979), was first implemented in Spring 1977 at the University of Rhode Island Extension Division, though the idea for a continuing education student publication was first conceived and developed a few years earlier (1974-75). We think that the model has demonstrated its workability, and is a timely, relevant, and different approach to improving continuing education and any institution's role in extension and continuing education.

A. Rationale for entering the open award category

A problem we faced at the University of Rhode Island Extension Division was one commonly experienced at centers for adult education throughout the nation: the lack of a sense of community. Adult students live full lives elsewhere and come to the institution only a few hours in the week. We wanted a way to heighten the consciousness of shared experiences and to bring adult students to an awareness of their belonging to a special community. In analyzing the situation we realized that our students do not have the same opportunity as undergraduates do in a residential college to talk about common problems. They need a medium

for exchange of ideas: heart-to-heart talks in the dormitory at midnight are just not possible. We decided to transform the literary magazine at the Extension Division into a forum: it would not be a weekly sheet for "off-the-cuff" remarks on current topics but a yearly or bi-yearly journal for well-thought-out, serious dialogue on subjects meaningful to adult students. Such a new kind of magazine is most appropriate for the "Open Category" of the ACT-NUEA Innovative Program Awards because it is not an instructional program as such, nor is it a traditional student service or administrative innovation, though it affects all of these areas, especially student services, in direct or indirect ways.

B. Program Objectives

Our objective in transforming the college literary magazine into a forum for the dialogue of adult students was to heighten the students' awareness of being in a common enterprise, of belonging to a community of adults with a common goal, education. The magazine in the past had printed essays, short stories, and poems written by adult students at the University of Rhode Island Extension Division. It served to publish the students' creative work in writing and was appreciated for that. We chose to change the format by concentrating on one theme in each issue and by insisting that that theme be of interest to all the students. In this way, adults could candidly exchange thoughts and feelings.

C. Clientele, demographically described

In initiating and developing an adult student publication, we had two clientele in mind. Broadly, we were aiming at anyone in the general public who might be interested in the topics we developed. More specifically,

however, we were aiming at all the members of the university community, but especially at that heterogeneous group which make up a continuing education student body.

The state of Rhode Island is very much a city-state, so that the Providence Extension Division and its four community centers serve an urban, suburban and rural population of great social, economic, educational, occupational, ethnic, and religious diversity. Approximately 85% of the current student body of the Extension Division fall into the 19-44 age group. By sex, the current student body is 55% female and 45% male. Sixty percent of the student body are employed in private industry and commerce: 25% are publically employed (including military personnel); 15% are unemployed (including housewives). Academically, the Division's student body is made up of 10% certificate candidates, 29% undergraduate degree candidates, 8% graduate degree candidates, and 53% miscellaneous students. Finally, 95% of the student body use private automobiles to commute to classes from various places in the state of Rhode Island, Eastern Connecticut, and Southeastern Massachusetts.

D. Planning efforts

In planning the first issue of the journal, the adult students on the staff settled on the experiences of immigrant women in the southern New England area from which our student body is drawn. The experience of immigration is common to many people in this locality. Industries in the river valleys were a magnet drawing immigrants in the nineteenth century, and even today a large percentage of the population are foreign-born or children of foreign-born. Major ethnic groups in Providence and surrounding

towns are Italian, Armenian, Portuguese, Greek, Polish, French Canadian, East European Jewish, Irish, English, and Scottish. The staff surmised that nearly every student had immigrant grandmothers or mothers or had lived in a neighborhood where they knew immigrant women or had worked in industries with immigrant women. Reporting the life histories of these women from different ethnic backgrounds would not only enhance the understanding of the problems faced by immigrant women but would also spark conversation among our own students by providing a topic of interest shared by all. This issue, entitled The Immigrant Woman, consists of oral history interviews, photographs of the individual women, and a photographic essay on ethnic family life in Providence.

The second issue's theme is centered directly on the ways going back to school affect the adult student's self-image and relationships to other family members. Called The Adult Student, it reports the life histories of students who graduated from the program and describes the experience of students currently enrolled. The issue consequently contrasts the perspectives of students who look back and view their experience as a whole with those who are feeling the pressures of school at the moment. Women talk about how they cope with impending examinations when there are demands and crises in the family at the same time. A male student, a retired military career man, talks about the reasons he gave up the ease of retirement to pursue a degree in liberal arts. A photographic essay on student experiences at the Extension Division is also included.

The title for the third issue is Neighborhoods. Our students come from a variety of neighborhoods and mutual understanding is enhanced by

their discovering something about their lives away from school. Essays, a short story and a photographic essay are included in this issue. Some questions the writers address include, "Where do you live and what is it like?", "Why do you stay in this neighborhood?", "Who is your favorite person in the neighborhood?", "What do you think about when you walk on your street?", "What do you see out of your window?", and "What do you find disturbing about your neighborhood?"

E. Specific impact on individuals, institutions, and community

The impact of The Immigrant Woman and The Adult Student has been widespread. At present, it is impossible to address the impact of Neighborhoods since it has so recently been published. Individuals who take courses at the University of Rhode Island, the university community itself, especially its Extension Division, and the city of Providence and the state of Rhode Island have all been significantly helped by the Extension Division's student publication. And the three issues of the magazine have begun to favorably affect other universities and localities as well.

Summarizing briefly her sense of the overall impact of the oral histories in The Immigrant Woman (III, Spring 1977), Anne Phillips, the student editor, wrote in her introduction that "The testimonies enrich the study of immigration and assimilation experiences and add a human dimension to the factual and documentary evidence found in official records and history books" (p.2). Anne Phillips' sentiments (or similar ones) were repeated by many readers of The Immigrant Woman. Virtually every reader was deeply touched by the narratives reported in the issue, with

many remarking, "Now I really know what it must have felt like to be a Russian Jew coming to America" or "Now I begin to understand the Armenian Massacre." The issue on The Adult Student (IV, Fall 1978) also had a significant impact upon individuals. Many students in the continuing education program found in the magazine expressions of their own feelings and views about going back to school. As one student explained, "My mother keeps asking me why I want to go back to school when I'm in my forties. I've tried to explain but failed. So I gave her a copy of The Adult Student. She read it and now she says she understands and wants to pay for all the books I need."

Both The Immigrant Woman and The Adult Student have stimulated wide-ranging discussions in the university community, where their impact has also been great. Students of widely-differing ages both at the Extension Division and at the university's main campus in Kingston have come to better understand and to more effectively communicate with one another, and students have begun to examine closely their ideas about ethnicity and education.

Not surprisingly, however, perhaps the student journals have had their greatest impact upon the larger community within which the University of Rhode Island exists and functions. The president of the university was so impressed with The Immigrant Woman that he publically praised the magazine, which lead to an article about it in the University of Rhode Island Alumni Bulletin (winter 1978), which has nation-wide circulation; and an article will be forthcoming soon in the same journal about The Adult Student and Neighborhoods. In turn, the Providence Sunday Journal (May 22, 1977),

the state's largest and most influential newspaper, interviewed the staff about The Immigrant Woman and carried, with excerpts, a story about the importance of oral-histories, and other local newspapers have reprinted sections from the magazine as well. In addition, the staff of The Immigrant Woman participated with great effectiveness in a panel on "Interviewing Immigrant Women" at the New England Oral History Annual Meeting in Spring 1977, and the staff of The Adult Student participated in discussions about adult education planned at Extension during the year. Finally, both The Immigrant Woman and The Adult Student have been distributed and sold to Extension students, alumni groups, local bookstores, libraries, and even beauty shops, with the general response being enthusiastic and supportive. Both magazines have truly become an important expression of a sense of community among Extension students and Rhode Island society, and both have received some nationwide publicity and distribution as well: The Immigrant Woman has been advertized in history publications and is currently being used in oral-history seminars at various universities; and The Adult Student has been listed in the NUEA Newsletter (XI, No. 20, Nov. 1, 1978) and has enjoyed a modest nationwide sale so far.

The three issues of Mirror won the 1979 NUEA Regional Award at the fall conference held in Sturbridge, Massachusetts on December 6 and 7. The award was designed to recognize regional programming excellence of innovative programs and ideas that have contributed to the improvement of continuing education and which affect an institution's role in extension and continuing education.

F. Problems encountered and solutions attempted

Problems and their solutions which were unique to the model we

are proposing include the following.

1. Funding in a time of severely restricted university resources.

In publishing the trilogy, though our aim was to break even, our hope was to accumulate enough funds to partially support each subsequent issue. Costs of printing a magazine have continued to escalate in these times of high inflation. Consequently, funding for the magazine continues to be drawn from the Extension Division Dean, loans and sales.

2. Soliciting and selecting publishable materials.

Publishable materials--manuscripts and photographs principally--were solicited through rosters on Extension Division bulletin boards and by having announcements read by faculty members in their classes. Because students responded enthusiastically and intelligently, sufficient material became readily available. Materials were selected for publication in staff meetings in which all staff members had equal votes.

3. Training in oral history methodology.

Since the emphasis in the first two issues, The Immigrant Woman and The Adult Student was on oral-history interviews, it was necessary to train students in oral-history methodology. The training was provided in course work at the Extension Division, especially in History 393, Introduction to Oral History, given in Fall 1976-77. These students were encouraged to submit manuscripts to The Immigrant Woman and many did. In addition, other students interested in submitting manuscripts were tutored by faculty advisors trained in oral-history on an individual basis. By the time manuscripts were solicited for The Adult Student, numerous students at Extension already had oral-history training, and again those who desired

it were tutored individually or in small groups.

4. Training staff in publishing a magazine.

Many adult students have previous experience in dealing with type-setters and printers, or at least previous business experience. Staff members for The Immigrant Woman were trained in the specifics of publishing a magazine by the faculty advisor in English Literature. Given their past experiences, these adult students were eager and quick learners; once trained, they in turn were able to help new staff members set up The Adult Student and Neighborhoods.

Conclusion

The model we have developed of a continuing education student publication focusing on a single, relevant issue has had impact on our university and locality. Providing a forum for adult students to publish ideas to be shared with other students and the community in general is a learning experience profitable both for future employment and for the personal growth of the adult students. The most important way in which others can benefit from our experience is by creating their own adult student journal.